Research Methods
(32151405)

Course Objective(2-3)

Course Objectives:
1. To understand the process of designing an effective research study in anthropology
2. To learn the qualitative and quantitative methods used in anthropological research
3. To learn the appropriate ways of scientific writing

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

Learning outcomes:
1. Student should understand how to formulate research problem and able to frame it for the purpose of research
2. Should be able to use qualitative and quantitative methods used in anthropological research
3. Should realize the importance of ethics and able to apply in their research work
4. Student should know the ways of scientific writing and sensitive to the issue of plagiarism and academic fraud in science

Unit 1
Research Design

Types of Research Design- Exploratory, Description and Experimental.
Formulation of research problem, hypothesis, review of literature and conceptual framework.

Unit 2
Field work tradition in Anthropology

Ethnographic approach, contribution of Malinowski, Boas and other pioneers; cultural relativism, ethnocentrism, etic and emic perspectives, comparative and historical methods, techniques of rapport establishment, identification of representative categories of informants, maintenance of field diary and logbook

Unit 3
Tools and techniques of data collection
Survey method, relationship of survey method with ethnographic method, construction of questionnaire and interview schedule, Observation - Direct, Indirect, Participant, Non-participant, Controlled.

Interview - Structured and unstructured, Genealogy and Pedigree, Focused Group Discussion, key informant interview.

Case Study and life history.

Unit 4

Identify, define, and analyse the ethical issues in the context of human subject research.

Issues of academic fraud and plagiarism, conflicts of interest, authorship and publication Analysis and Writing Up.

Unit 5

Bio-Statistics

Types of variables, presentation and summarization of data. Descriptive statistics- Measures of Central Tendency, Measure of Variation, Skewness and Kurtosis, Variance and standard deviation and Normal distribution.

Practical

The student will select a field site where they will conduct field study. The activities undertaken by them will include - Rapport Establishment, preparation of research problem, preparation of study design, collection of data, analyse and preparation of a project report.

The evaluation will consist of time constraint examination of half practical credit and viva voce on the research project and the half practical credits.

References

- Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005; 31: 419-23.

Additional Resources:

Additional Resources:

- Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press. 1995
Keywords

research, anthropology, ethnography, biostatistics, ethics

Forensic Anthropology
(32151601)

Course Objective(2-3)

1. To understand the basic tenets and applications of forensic anthropology
2. To learn the methods and techniques involved in solving the criminal cases
3. To appreciate the recent developments in the field of forensic anthropology

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Student should be able to identify and collect the biological materials found at crime scenes
2. Student should be able to use the methods and techniques in forensic anthropology
3. Student should have the understanding of current knowledge of latest developments in forensic anthropology

Unit 1

Introduction to Forensic Anthropology: Definition, Brief History, Scope, Applications and relationship with other sciences

Unit 2

Basic Human Skeletal Biology, Identification of Human and Non-Human Skeletal Remains, Ancestry, age, sex and stature estimation from bones.

Unit 3

Personal Identification, Complete and Partial Identification,
Methods of Identification in Living Persons: Somatometry, Somatoscopy, Occupational Marks, Scars, Bite Marks, Tattoo Marks, hair, fingerprints, footprints, lip prints, nails, handwriting, deformities.
Unit 4
Serology: Identification and Individualization of bloodstains, urine, semen and saliva strains.

Unit 5
Individualization: Forensic Odontology-Tooth Structure and Growth, Bite Marks, Facial Reconstruction. DNA Profiling.

Practical
2. Somatometric and Somatoscopic Observation on living persons.
3. Identification of bloodstain, urine, semen and saliva.
4. Examination of Fingerprints and Handwriting.

References

Additional Resources:

Teaching Learning Process
The process of learning will involve the acquisition of subject knowledge and understanding of the skills required for a forensic anthropologist. The learning process will involve lectures, submission of assignments, classroom discussions, reliably conducting the experiments and inferring the results.

Assessment Methods
The theoretical understanding of the student will be assessed using time constrained examination. The assessment of the practicals will be based on conducting the experiment and presenting the results in appropriate manner.

---

**Keywords**

forensic, personal identification, DNA profiling, fingerprints

---

**Introduction to Biological Anthropology**

(32151101)

**Course Objective (2-3)**

1. To acquaint the students with the fundamental concepts of biological anthropology
2. To give the student a foundational understanding in evolution of mankind and human variation.

**Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)**

**Course Learning Outcomes**

Students will comprehensively learn the scope and focal theme of biological anthropology along with its implications. They will also learn the emergence of mankind in the context of human evolution and variation. Further they will also learn how evolutionary implications help in biocultural adaptation in the context of changing environment.

**Unit 1**

Biological anthropology

1. History and development of biological anthropology
2. Basic concepts of human evolution and variation
3. Scope and relationship of biological anthropology with other disciplines.

**Unit 2**

Evolutionary theories

1. Lamarckism and Neo-Lamarckism
2. Darwinism and Synthetic theory of evolution
3. Traditional and modern methods of studying human evolution and variation.

Unit 3
Non-human primates
1. Classification and characteristics of living primates
2. Comparative anatomy and behaviour of human and non-human primates
3. Significance of non-human primate study in biological anthropology.

Unit 4
Concept of race
1. UNESCO statement on race
2. Genetic basis of race
3. Racial classification of Indian populations: Risley, Guha and Sarkar.

Practical
Somatometry
1. Stature; Sitting height; Body weight
2. Maximum head length; Maximum head breadth; Minimum frontal breadth; Maximum bizygomatic breadth; Bigonial breadth; Head circumference
3. Physiognomic facial height; Morphological facial height; Physiognomic upper facial; Morphological upper facial height
4. Nasal height; Nasal length; Nasal breadth

Somatoscopy
1. Head form; Facial form; Nose form; Eye form; Hair form
2. Skin colour; Hair colour; Eye colour.

References

Additional Resources:


Teaching Learning Process

1. Classroom teachings
2. Seminars and presentations
3. Practical classes

Assessment Methods

1. Assessment of assignments and practical records
2. Theory and practical examinations.

Keywords

Human evolution, human variation, primates, race.

Introduction to Socio-cultural Anthropology

(32151102)

Course Objective (2-3)

1. The course introduces ideas about “Culture” and “Society in order to understand their meaning and what role they play in shaping human lives;
2. Explores some basic concepts, methods and modes of analysis characteristic of socio-cultural anthropology
3. Raises awareness of ethnocentrism and cultural relativism;
4. Understand nature and meaning and evolution of social, religious, political and economic institutions.
Course Learning Outcomes

The students will be able to:

1. Critically interrogate who we are and what we do.
2. Understand and describe basic concepts and methods of socio-cultural anthropology, along with its past and future.
3. Appreciate ethnographic fieldwork.
4. Understand how social and cultural differences operate in the world.
5. Analyse how an anthropological understanding of such differences helps us to understand and help solve contemporary global problems.

Unit 1
Anthropological perspective and orientation;
Scope and relevance of Socio-cultural anthropology;
Relationship of Socio-cultural anthropology with other disciplines;

Unit 2
Concept of Society - Status and Role, Groups and Institution, Community and Association.
Culture trait, complex area, Diffusion and acculturation.

Unit 3

Unit 4

Unit 5

Unit 6

Practical
Methods and Techniques of Social Anthropology: The practical will include the following techniques and methods in collection of data in Social Anthropology. 1. Genealogy 2. Observation
References

Eriksen, Thomas Hylland. 2015.
Small places, large issues: an introduction to social and cultural anthropology


Additional Resources:


Teaching Learning Process

This course will be taught as a combination of lectures, discussions, class activities and fieldwork. This will be a writing intensive course. A significant amount of written work will be required in terms of assignments. Substantial course time will be dedicated to ensuring that students are able to produce high quality written work at a comfortable pace. Students will be expected to read or view assigned resources in advance and be prepared to actively discuss them in class. In most meetings, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students’ thoughtful engagement with the topic. Students shall be encouraged to bring their prior learning experiences into class discussions.

Assessment Methods

As per university rules

Keywords

Society, Culture, Family, Kinship, Marriage, Economic Institutions, Political Institutions, Religion, Arts, Language, Fieldwork, Ethnography

Human Ecology: Biological & Cultural Dimensions (32151303)
Course Objective (2-3)

1. The students will be introduced to human ecology through bio-cultural perspectives where impetus will be laid on building an attitude of awareness, empathy and understanding of existing environmental problems at various subsistence levels.

2. The course focuses on matters of environmentalism that need attention on urgent basis.

3. The students shall be encouraged to come up with innovative strategies to reduce the environmental menace created by humankind in the name of development and aim towards a sustainable future.

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

Course Learning Outcomes

1. The students will be trained to identify bio-cultural adaptation strategies that can bring to light the resilience measures communities turn to in times of environmental stress and disaster.

2. The students can be better equipped to understand the impact of urbanisation and industrialisation that impact everyday life of people and can critically reflect on adoption of a healthy and environment friendly lifestyle.

3. The students once familiarised with problems of environmental degradation, agricultural land biodiversity loss, climate change etc. can step forward and offer innovative solutions to promote environmental ethics.

Unit 1

Unit 1: Concepts in Ecology: Definition, ecosensitivity, adaptation, acclimation, acclimatization, biotic and abiotic component

Unit 2

Biological dimensions

Unit II: Methods of studying human ecology

Unit 3

Biological dimensions

Unit III: Adaptation to various ecological stresses; Ecological rules and their applicability to human populations.

Unit 4

Biological dimensions

Unit IV: Impact of urbanization and industrialization on Humans.
Unit 5

Cultural dimensions

Unit V: Culture as a tool of adaptation; Various modes of human adaptation at various subsistence levels:

i. Hunting and food gathering

ii. Pastoralism

iii. Shifting cultivation

iv. Agriculture

v. Industrial.

Unit 6

Cultural dimensions

Unit VI: Theories and approaches. to understand human environment relationship-cultural ecology, cultural materialism, ecosystems approach, ecofeminism, and political ecology.

Practical

Biological dimensions


Cultural Dimensions

Make a research design pertaining to any environmental problem and do a project based on it. The students will jointly take up an environmental issue and do a field study by applying ecosystem approach.

References

Essential readings


Additional Resources:

Teaching Learning Process
Teaching learning process
1. Field based exercises to observe the nature and scale of environmental problems in urban life.
2. Visual documentary on climate change and sustainability issues.
3. Team project on issues of environmental health.

Assessment Methods
Assessment methods
1. Written assignment
2. Oral presentation
3. Team project work

Keywords
environment, ecology, culture, adaptation, resilience, industrialisation, climate change, sustainable development.
Course Objective (2-3)

1. To understand the fundamentals of physiological anthropology
2. To understand the concept of physical performance, physiological adaptation and factors influencing adaptation.
3. To learn the relationship between physique and human body composition

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Student should understand the fundamentals of physiological anthropology
2. Should understand the concept of physical performance, physiological adaptation and factors influencing adaptation.
3. Student will learn the relationship between physique and human body composition

Unit 1

Fundamentals of work physiology- homeostasis; metabolism and energy and systems; exercise, respiratory system and haemodynamics (blood pressure, pulse, rate, heart rate, heamatocrit, etc)

Unit 2

Acute physiological adjustments during transition from resting homeostasis to submaximal and maximal exercise and physiological adaptations

Unit 3

Cardio-vascular and respiratory endurance, physical working capacity and physical fitness; relationship of body measurements with cardio-vascular and respiratory functions.

Unit 4

Physical performance and environmental stress; inter-relationship between physique, body composition and nutrition.

Practical

1. Cardiovascular function (Blood pressure, heart rate, pulse rate)
2. Respiratory function (Tidal volume, vital capacity, forced vital capacity, minute ventilation etc.)
3. Haemoglobin estimation
4. Step-test
References


Additional Resources:


Teaching Learning Process

The process of learning will involve acquisition of subject knowledge and understanding of skills required for a physiological anthropologist. Process will involve lectures, class-room discussion, assignments and practicals.

Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the physiological tests in appropriate manner.

Keywords

human physiology, anthropology, environment, body composition

Sports and Nutritional Anthropology
(32155902)

Course Objective (2-3)

1. To acquaint the students with the fundamental concepts of sports and nutritional anthropology

2. To give the student a basic understanding of nutritional, genetic and environmental components affecting physical performance and sports.
Students will learn the importance of anthropological knowledge in sports and nutrition along with physiological and environmental impact on physical performance of athletes. They will also learn human variability in the context of ethnicity, food preference and potential physical performance.

Unit 1
Anthropology of sports
1. Scope and importance of sports and nutritional anthropology
2. Physical fitness in sports
3. Components of physical fitness

Unit 2
Physical conditioning
1. Physical conditioning and training-techniques
2. Physiological and environmental effects on physical performance: effect of heat stress, cold stress and high altitude on physiological response and performance
3. Human biological variability, doping and performance

Unit 3
Body composition and Athletes
1. Sports selection and monitoring
2. Talent identification, factors affecting athlete performance
3. Genetic and environmental factors of body composition and performance

Unit 4
Nutrition in sports
1. Importance of nutrition in sports
2. Cultural constructions and physiologic implications of food across time, space and society
3. Integrated bio-behavioural perspective towards food preference health and nutrition

Practical
1. Assessment of daily nutrient intake
2. Evaluate association of nutritional status and physical performance
3. Demonstrate cultural perspective for preference of specific food of a population

References


Additional Resources:


Teaching Learning Process

1. Classroom teachings
2. Seminars and presentations
3. Practical classes

Assessment Methods

1. Assessment of assignments and practical records
2. Theory and practical examinations.

Keywords

Physical performance, nutrition, athletes, physical fitness
Unit 1
Introduction
- Definition and scope of archaeological anthropology
- Relation with other disciplines
- Methods of studying archaeological anthropology

Unit 2
- Methods of Estimation of Time and Reconstruction of the Past
  - Absolute dating methods
  - Relative dating methods
  - Methods of climatic reconstruction: palynology, paleontology, soil pH estimation.

Unit 3
- Geochronology of Pleistocene Epoch
- Glacial and Interglacial
- Pluviation and Inter Pluviation
- Different types of geoclimatic events

Unit 4
Understanding Culture
- Technique of tool manufacture and estimation of their relative efficiency
- Classification of tools: primary and combination fabrication techniques
- Typology and cultural nomenclature

Unit 5
Earliest Evidence of Culture in the World
- Konso, Olorgesailie, Olduvai Gorge
- Pirro Nord, Dmanisi
Practical

Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types

1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Type
5. Neolithic Tool Type

Archaeological fieldwork of duration one week for data collection.

References


Additional Resources:


---

Human Genetics
(32155903)

Course Objective(2-3)
1. To understand the basic principles of human genetics
2. To learn the methods/technologies used in genetic research
3. To understand the pattern of inheritance of genetic disorders and the mechanisms of genetic abnormalities
4. To realize the importance of genetic testing and counselling for people suffering from genetic disorders

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Student will acquire basic understanding of the structure and function of DNA and the concept of gene
2. Should understand the inheritance pattern of human traits/diseases and types of chromosomal abnormalities
3. Should understand the basic methods and techniques used in human genetics
4. Student should understand the importance of genetic counselling, prenatal diagnosis and newborn screening

Unit 1
History of Human genetics; DNA Structure and Function, DNA Replication, repair and recombination, gene expression, coding and non-coding regions.

Unit 2
Concept of gene; Expression of genetic information: from Transcription to Translation - the relationship between genes and protein. Numerical and structural chromosomal abnormalities.

Unit 3
Mendelian inheritance (Autosomal and X linked); Co-dominance; Sex-linked inheritance; Multiple allelism; Dosage compensation, Single factor and multifactorial inheritance and Non-Mendelian inheritance.

Unit 4
Methods of Human genetic studies: Pedigree analysis, methods of assessing chromosomal abnormalities (Banding techniques; Karyotyping; FISH); Sib-pair and Twin studies; Heritability; Genetic mapping; Genotyping and Sequencing methods

Unit 5
Human Genome Project; Prenatal diagnosis; Newborn screening; Genetic counselling.

**Practical**

1. Prepare a project report on Mendelian disorders and chromosomal abnormalities by studying patients suffering from these genetic disorders.

2. Interpretation of pedigrees.

**References**


**Additional Resources:**


**Teaching Learning Process**

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting human genetic research. Process will involve lectures, project based learning, data collection with the help of fieldwork and report submission.

**Assessment Methods**

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the quality of the project report submitted by the student (i.e. involvement of the student in every aspect of the report preparation for example, fieldwork, analyses and creative writing).

**Keywords**

human genetics, DNA, chromosomal abnormalities, anthropology, sequencing
Course Objective(2-3)

Course objectives:

1. The course aims to introduce students to the concept of encultured brain through an interdisciplinary perspective (involving aspects of anthropology, neuroscience, cognitive science, psychology, genetics etc.).

2. The course would empower the students in understanding human capacities, skills and variation in the neuro anthropological light and help them resolve human problems, pathologies and variation.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. The students can reflect upon brain and human evolution & primate social cognition.

2. The students can understand problems of PTSD, addiction, autism, etc. in neuro anthropological light.

3. The students can be trained to assess human capacities, skills, variations, overall they can explore innovative carriers in innovative fields of neuroscience, cognitive science, psychology, genetics etc.

Unit 1

Encultured Brain; development case studies and method, Overview of Neural Systems & Their Interconnections, Evolution and the Brain, Neuro plasticity, Mind/Body Dualism.

Unit 2

Primate Social Cognition, Human Evolution and niche construction,

Unit 3

Case studies on human capacities, skill and variations: Memory & Medicine, Balancing between Cultures: Equilibrium in Capoeira, Skill acquisition in Taijutsu practices.

Unit 4

Case studies on human problems, pathologies and variations: War and Dislocation: Neuro anthropological model of trauma, Autism; theory of mind and religious development, addiction and neuro anthropology.

Unit 5
The Neuro anthropology of Stress, The Neuro anthropology of PTSD (Post traumatic stress disorder) and depression.

Unit 6

Neuro anthropology and embodiment; rituals, emotions and embodiment.

Practical

1. Case Studies on Human behaviour, Capacities, Skills, and Variation and their analysis in neuro anthropological light.

2. Preparation and administration of an interview schedule to determine the stress/PTSD Status in respondents.


4. Collect narratives on ritual and embodiment experiences and analyse them in neuro anthropological light.

References


Additional Resources:


1. Pictorial representations and power point presentations to show structure of brain and neural interconnections.

2. Group discussion on PTSD, its salient features, symptoms and coping strategies.

3. A student seminar on neuro anthropological perspectives on skill acquisitions.

4. To understand neuro anthropological perspectives of bio-genetic variability

Assessment Methods

1. Written assignment.

2. A class project and related literature review of a few articles.

3. An essay writing on significance of neuro anthropology in human evolution.

4. Group seminar

Keywords

Brain, mind, culture, cognition, enculturation, Niche construction, neuroplasticity, evolution, embodiment, PTSD.

Forensic Dermatoglyphics

(32155905)

Course Objective (2-3)

- To understand the fundamental principles on which the science of fingerprinting is based
- To understand the methods of classifying criminal record by fingerprints.
- To learn the physical and chemical techniques of developing fingerprints

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Student should understand the fundamental principles of the science of fingerprinting

2. Should understand the method of classifying criminal record by fingerprints

3. Student should learn the physical and chemical techniques of developing fingerprints

Unit 1
Introduction to Dermatoglyphics: History and Development, scope and Applications

Unit 2


Unit 3


Unit 4

Basis of Fingerprint Comparison: Class Characteristics and Individual Characteristics, Determination of Identity. Other Dermatoglyphic Patterns: Palm Print, Sole Prints and Toe Prints.

Unit 5

Recent advances: Fingerprint and Palmprint Recognition, Automated Fingerprint Identification System.

Practical

1. Recording and Study of Finger and Palm Prints
2. Determination of palmar main line formula, Ridge count and indices
3. Comparison of Fingerprints and Palmprints on the basis of class and individual ridge Characteristics
4. Development of latent fingerprints using different chemical and powder methods.

References


Additional Resources:
Teaching Learning Process

The process of learning will involve acquisition of subject knowledge and understanding of skills required in forensic dermatoglyphics. Process will involve lectures, class-room discussion, assignments and practicals.

Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the practical examination in standard manner.

Keywords

forensic science, dermatolgyphics, fingerprint, anthropology

Paleoanthropology

(32155906)

Course Objective(2-3)

1. To understand the fundamentals of palaeoanthropology
2. To understand the evolutionary process, assessment of skeletal variability of fossil remains, and modern humans.
3. To learn the role of palaeodemography and paleopathology in studying human origins

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Student should understand the fundamental of palaeoanthropology
2. Should understand the evolutionary journey of early to modern humans
3. Student should learn the role of palaeodemography and paleopathology in studying human origins
Unit 1
Dating methods, geological time scale, taphonomy and interpretation of the paleontological and archaeological records, taxonomic and chronological problems of fossils records.

Unit 2
Primate speciation and extinctions: adaptive primate radiation

Unit 3

Unit 4
Primate and Non-Primate Models for Early Hominid Behaviour; hominization process- Evolution of hominid-human bipedalism

Unit 5
Palaeodemography- reconstruction of population patterns from skeletal analysis, determination of demographic variables in prehistoric populations and post-neolithic population growth.

Unit 6
Palaeopathology- bioarchaeological approach of disease; effects of agriculture, urbanization and slavery on health and disease; colonization and disease with special emphasis on the New World.

Practical
1. Comparative primate osteology
2. Description and identification of the disarticulated skeleton of non-human primates
3. Identification and description of fossil casts

References

Additional Resources:

Teaching Learning Process

The process of learning will involve acquisition of subject knowledge and understanding of skills required for a paleoanthropologist. Process will involve lectures, class-room discussion, assignments and practicals.

Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on assessing the fossil casts.

Keywords

palaeoanthropology, paleopathology, anthropology, and evolution

Anthropology of Religion, Politics and Economy

(32155907)

Course Objective(2-3)

1. The present course introduces students to the study of religion, economy and politics as social institutions.

2. The course aims to feed their scholarly instincts through knowledge of world religions, lived religions and matters significant to political, economic and environmental discourses governing the global canvas in contemporary contexts.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. This course will attempt to inculcate a nature of appreciation towards religion, economy and political contexts of contemporary times and would develop an insight into related policies.

2. The students will get the opportunity to understand the definitional boundaries, contested meanings, approaches and methodologies for anthropological studies of religion in society.
3. The students can explore the processes of construction of religious identities through language, ideology, narratives and discourses in Indian contexts. They can explore the diverse ways in which religious identities are interpreted and utilized to build up ideas towards religious tolerance and respect for Human Rights.

4. The students can understand the applicability of religion and spirituality to the world of medical science wherein they can collect narratives on people’s experiences on alternative modes of healing acknowledging practices like Yoga and holistic and alternative healing therapies.

5. The students can analyse and assess economic scenario and market opportunities for rural, tribal and urban set ups and be better equipped with subsistence level strategies that later help them emerge as consultants and entrepreneurs. They can evaluate the principles that govern nature of values, choices, decisions that give space to economic and social empowerment of especially, the deprived population groups.

6. This students can reflect on political affairs, civil society, local level politics in order to explore leadership possibilities and participate in nation building and world peace.

Unit 1

The definition and essence of religion, approaches to the study of religion, anthropological theories of religion with respect to classical evolutionary, functional and interpretive approaches; animism, animatism, naturism, totemism, concept of sacred and profane, symbol. Myth and rituals, rites de passage, religious specialists; shamans, priest’s mystics, witchcraft and sorcery, faith healing practices.

Unit 2

Economic institutions, principles of production, distribution and consumption in simple and complex societies (hunting and gathering, horticultural, pastoral, agriculture, industrial societies), principles of reciprocity and Gift-giving, re-distribution, barter, market and trade, Critical examination of relationship between economy and society through, neo-classical, substantivist, Neo-Marxist, concepts of economic liberalisation and globalisation

Unit 3

Political institutions, concepts of power and authority, types of authority, state and stateless societies; law and justice in simple and complex societies; the prospects for democracy and tolerance among and within the world's diverse civilisations; the meaning and sources of identity in complex contemporary societies; the origins of modern politics, its institutions and cultures, both Western and non-Western.

Unit 4
Inter-relationship between religion, politics and economy with reference to modernity, post modernity, globalisation and secularisation, religious reform movements, emergence of new religious sects in the global order, new age movements, religious conversion, religious pluralism, secularisation. Religion and human rights, contribution of Indian anthropologists to the study of religion.

Practical

1. Case study of any social institution (religion, economy or political) with respect to cultural perspective.

2. Review of an ethnography/monograph depicting significant dimensions of religion, economy and polity.

References

Essential readings


Additional Resources:


Teaching Learning Process
1. Discussion on documentaries/Visual ethnographies in the domain of religion.

2. Classroom Discussion on readings provided to the students.

3. Collection and description of narratives existing in day to day life of people to trace link between religion economy and polity.

4. Group discussions on contemporary relevance issues in related domains based on the general awareness issues and focus group discussions.

---

**Assessment Methods**

1. Presentation on a topic of their interest to test their theoretical knowledge.

2. Written assignment to test their rationalising ability.

3. Debate and Discussion. Students will be evaluated on their critical thinking and analytical skills of arguments.

4. Student seminar on contemporary issues of religion, economy and polity.

---

**Keywords**


---

**Tribal Cultures of India**

(32155908)

**Course Objective(2-3)**

- Adequate understanding of the concept of tribe; the nuances of defining tribe in India
- The course seeks to explore various policies formulated for the welfare of the tribes
- To understand changes in the social structure of tribes in India due to globalization, development, migration etc.

**Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)**

**Course Learning Outcomes**

- Students will be able to understand and explain problematic nature of the concept of tribe in India.
Will be able to analyse policies formulated especially for tribes; and identify the gap between policy formulation, implementation and local needs.

Unit 1
Concept of tribes and its problematic nature, General and specific characteristics of tribes, Tribes in India: Antiquity, historical, academic, administrative and anthropological importance, Denotified tribes. Draft tribal Policy.

Unit 2
Tribe- caste continuum, Constitutional safeguard/provisions, Gender and Tribe, Distribution of tribes in India

Unit 3
Tribes: Nomenclature- emic and etic differences, Classification of tribes based on their economy, occupation and religion, Racial elements among the tribes, Scheduled and non- scheduled categories of tribes

Unit 4
Tribal movements, Tribal monographs, Problems of tribal development. Xaxa Committee

Unit 5
Forest policies and tribes, Migration and occupational shift, Tribal arts and aesthetics; Displacement, rehabilitation and social change; globalization among Indian tribes.

Practical
- Location of different tribes on the map of India
- Write an annotated bibliography on any one tribe
- Review a monograph of any tribe in India

References
- Behera, D.K and Georg pfeffer. Contemporary Society Tribal Studies, Volume I to VII. New Delhi: Concept Publishing Company
- Vidyarthi, L.P. and Rai. Tribal cultures of India. Concept
Teaching Learning Process

Classroom teachings followed by discussion. Students are to read and come to class for debate and discussion. For practical exercises, every student is expected to work in a team; this will further enhance their ability to work with different kinds of people. It is mandatory for students to make presentation in the classroom; the presentation topics may be identified by the teacher and relevant reading materials may be suggested for preparation.

Assessment Methods

Students will be assessed continuously from the beginning of the semester. Each participation in discussion and presentation shall be awarded with points. At the end of semester, students are expected to seat for theory and practical examinations.

Keywords

Tribes; development; forest rights, migration

Indian Archaeology
(32155909)

Unit 1
Understanding culture
a. Technique of tool manufacture and estimation of their relative efficiency;
b. Classification of tools: primary and combination fabrication techniques;
c. Typology and cultural nomenclature

Unit 2
Methods of climatic reconstruction: palynology, paleontology, soil pH estimation.

Unit 3
Prehistoric India
Pleistocene chronology of India: A critical assessment

Unit 4
Character, distribution and interpretation of habitat and economy of:

i Lower palaeolithic

ii Middle palaeolithic

iii Upper palaeolithic

iv Mesolithic culture

v Art, ritual and belief

Practical

1. Identification of tools:
   (a) Handaxe varieties, chopper/chopping tools
   (b) Cleaver varieties
   (c) Side scraper varieties
   (d) Knives
   (e) Burins

2. Identification of lithic technology
   (f) End scrapers
   (g) Borers
   (h) Microlithic tools
   (i) Bone tools

References


Additional Resources:

Fundamentals of Human Origin & Evolution  
(32151202)  

Course Objective(2-3)  
1. The course will enhance students understanding of human variation in light of human origin.  
2. The course will help students to develop concepts pertaining to the relation of modern humans with living and non-living primates.  

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)  
Course Learning Outcomes  
Students will learn on evolutionary relationships of different extinct/hominids in the context of emergence of modern human beings. Students will also learn the gradual biological and behavioural processes of becoming human.  

Unit 1  
Primate origins and radiation: phylogenetic relationships of living primates with special reference to Miocene hominoids  

Unit 2  
Australopithecines: distribution, features and their phylogenetic relationships.  

Unit 3  
Appearance of genus Homo: Homo habilis.  
Homo erectus from Asia, Europe and Africa: Distribution, features and their phylogenetic status.  

Unit 4  
The origin of Homo sapiens: Fossil evidences of Neanderthals.  

Unit 5
Origin of modern humans (Homo sapiens sapiens): Archaic and Modern humans, Distribution and features

Unit 6

Hominisation process: Bio-cultural Evolution

Practical

1. Craniometry:

   Maximum Cranial Length
   Maximum Cranial Breadth
   Maximum Bizygomatic Breadth
   Maximum Frontal Breadth
   Minimum (Least) Frontal Breadth
   Nasal Height
   Nasal Breadth
   Bi-Mastoid Breadth
   Greatest Occipital Breadth
   Upper Facial Height
   Cranial Index
   Nasal Index

2. Osteometry: Measurements of Human long bones

3. Identification of casts of fossils of family hominidae: Drawing and comparison of cranial characteristics.

References

Publishing House, Chicago.


Additional Resources:


Teaching Learning Process

1. Class Room Presentations using digital methods

2. Practical classes

3. Seminars and presentation by students

Assessment Methods

1. Class tests

2. Assessment of Practical Files

Keywords

Human origin, Primates, Australopithecine, Homo erectus and evolution

Tribes and Peasants in India

(32151301)

Course Objective(2-3)
The students will be introduced to the controversies and problems associated with identification of tribes and definitional attributes of peasant in India. They would also be introduced to rural society in India and its major characteristics. The focus will be on the contemporary issues, challenges and crisis that confront the rural and tribal communities in India.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

The students will have an understanding of the critical issues, problems and challenges relating to tribal and agrarian societies both in historical and contemporary perspectives. They should be able to evaluate, plan and implement any project work in rural and tribal areas. They would be able to suggest remedial measures for critical issues like conservation and development, human-wildlife conflicts, livelihood challenges and forest conservation changes and continuities.

Unit 1

Anthropological Concept of Tribe
1. Problems of nomenclature, definition and classification.
2. Features of tribes in India.

Unit 2

Tribes and Wider world.
1. The history of tribal administration; Constitutional safeguards
2. National Tribal Policy, Issues of acculturation assimilation and integration. Impact of development schemes and programme on tribal life,

Unit 3

Problems and issues in tribal society; Indebtedness, land alienation, poverty, sustainable livelihood, forced labour, health and sanitation, substance abuse.

Unit 4

Anthropological Concept of Village; The concept of peasantry and approaches to the study of peasants - economic, political and cultural. Characteristics of Indian village: social organization; economy and changes; Caste system and changes.

Unit 5

Ethnicity Issues: Tribal and peasant, movements; Identity issues

Practical
Reading of Ethnography: Students are required to read and analyze any two of the ethnographies (as listed below) and prepare a report based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text.

1. Research questions/objectives of the study and their relevance.
2. Theoretical schema.
3. Methods and techniques used in the study.
4. Key findings and their significance in the context of the objectives of the study.
5. Critical analysis of the finding on the basis of contemporary available resources.

List of Ethnographies:


References


Additional Resources:


---

**Teaching Learning Process**

The students will be encouraged to critically analyse and reflect upon the various concepts relating to tribe and agrarian societies and Case studies and ethnographies will be read and students will be taught how to analyze the theoretical perspectives used therein. Wherever possible documentaries and short ethnographic movies will also be shown and discussed in the class.

---

**Assessment Methods**

The candidates will be assessed on the basis of their understanding of key concepts of tribe and other agrarian societies. Other than the end term examination, students will also be accessed through quizzes, class participation in debates on issues relating to tribes and rural societies. The internal assessment will also form the part of total overall assessment.

---

**Keywords**

Concept of tribes, tribe and their classification, Peasants, Village, Caste, Tribal and Rural development, tribal policy, Caste changes and continuities.

---

**Biological Diversity in Human Populations** *(32151305)*

---

**Course Objective (2-3)**

1. To learn how biological variations are distributed in human populations
2. To assess the utility of clustering of human populations with the help of biological traits
3. To understand the role of cultural and biological factors in human adaptation

---

**Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)**

**Course Learning Outcomes**

1. Student will have clear understanding of types of biological variation and their role in studying human populations
2. Should able to critically assess various scientific attempts of clustering of human populations
3. Should able to associate the inter-relationship between cultural and biological diversity of human populations
4. Student should appreciate the role of demographic and genetic factors in understanding human adaptations

Unit 1

Concept of Biological Variability; Concept of Race; UNESCO Statement on RACE; Mendelian Population; Types of Genetic Variation (Serological, Biochemical and DNA Markers)

Unit 2

Concept of ethnicity; A critical appraisal of contribution of Risley; Guha towards understanding ethnic elements in the Indian populations. Linguistic classification of Indian population.

Unit 3

Bio-cultural factors influencing the human traits and diseases. Evolution of Human diet, biological perspectives of ageing process among different populations. Human Adaptation and mechanisms.

Unit 4

Demographic Anthropology; Sources of Demographic Data, Demographic Processes, Demographic profile of Indian populations; Biological consequences of inbreeding, frequency of inbreeding in world populations.

Unit 5

Human Genome Diversity Project; Genetic adaptation: lactose intolerance

Practical

1. Craniometric Measurements
2. Determination of ABO; M N; and Rh blood groups
3. Collection of demographic data from secondary sources.

OR

Preparation of project report on biological diversity by designing a study and conducting a
References


Additional Resources:


Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding the relevance of human biological diversity. Process will involve lectures, assignments, class-room discussions, laboratory experiments and appropriate inference of results and practical file preparation OR project based report submission.

Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the laboratory experiments, inference of results and practical file preparation OR by assessing the quality of project report submitted by the student.

Keywords

human diversity, Race, ethnicity, human adaptation

Theories of Culture and Society (32151401)

Course Objective(2-3)
This is an introductory foundation course on the main theoretical approaches which historically and traditionally guided anthropological research and understanding of society and culture. The course would involve theory as well as practical. The practical will skill the students to apply the approaches critically to study of actual social issues and problems.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

The students will be able to explain the major theoretical paradigms in anthropology and link it with the social, political and economic contexts in which they have emerged. They should also be able to explain clearly how these ideas have contributed to the process, structure, pattern and search for meanings by human beings.

Unit 1

Emergence of Anthropology: Interface with evolutionary theory and colonialism, changing perspectives on Evolutionism, Diffusionism and Culture area theories.

Unit 2

Emergence of fieldwork tradition, Historical Particularism, American Cultural Tradition

Unit 3

Durkheim and social integration, Functionalism and Structural-functionalism and British Social Anthropology

Unit 4

Structuralism: Claude Levi-Strauss and Edmund Leach

Unit 5

Symbolic and Interpretative approaches

Unit 6

Contemporary approaches

Practical

As a part of the practical following exercises will be undertaken by the students so as to enable them to connect the theories they learn with things of everyday living.

1. To identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identification of variables of a study.

3. Various types of hypotheses.

4. Formulation of hypothesis.

5. Distinction between hypothesis testing and exploratory research.

6. Identification of universe and unit of study with justifications.

7. Choice of appropriate research technique and method in the context of theoretical framework.

8. Data collection and analysis

References


Additional Resources:


Teaching Learning Process

The students will be encouraged to reflect and apply the ideas introduced to them. Case studies and ethnographies will be read and students will be taught to how to analyze the theoretical perspectives used therein. Wherever possible documentaries and short ethnographic movies will also be shown and discussed in the class.

Assessment Methods

The candidates will be assessed both on the basis of their understanding of theory and practical. Other than the end term examination, students will also be accessed through quizzes, class participation in debates on theoretical approaches. Their ability to construct hypothesis, think systemically and apply a theoretical perspective to draw a research design will be tested in the practical. The internal assessment will also form the part of total overall assessment.

Keywords
Human Growth and Development
(32151403)

Course Objective (2-3)

1. Students will be able to learn about various stages and environmental factors involved in human growth and development which help them in understanding growth monitoring of a child.
2. They will understand the role played by balance diet in leading a healthy life.

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Students will be familiar with the latest researches in human growth and development and would be able to understand the association of growth with genes and environment.
2. They can critically analyze and understand the basic principles of human growth, maturation and development.
3. Comprehend the significance of growth studies.
4. Development of practical skills

Unit 1

Concept of human growth, development, differentiation and maturation. Evolutionary perspective of human growth (including living primates and fossil hominid ancestors)

Unit 2

Prenatal (conception till birth) and postnatal (birth till senescence) periods of growth, patterns of normal growth curves, variation from normal growth (canalization, catch-up growth and catch-down growth), adolescent spurt, human endogamous groups and bisexual differences in growth curves and secular trend

Unit 3

Bio-cultural factors (genetic, socio-cultural and ecological factors) influencing patterns of human growth and variation, methods and techniques to study growth, significance/applicability of growth
Unit 4

Nutritional epidemiology-concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus. Assessment of nutritional status with reference to India.

Unit 5

Human physique and body composition - models and techniques; bisexual and endogamous group differences

Unit 6

Somatotyping and human physique with reference to Sheldon, Parnell, Heath and Carter methods

Bio-cultural adaptation to environmental stresses- heat, cold and altitude. Homeostasis and thermoregulation, ecological rules and their applicability among human beings

Practical

1. Growth status: Somatometry (stature, body weight, mid upper arm circumference etc), assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age

2. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices) and regional adiposity indices (WC, WHR, WHtR)

3. Estimation of body composition (fat percentage and muscle mass) with skinfold thickness and bioelectric impedance

4. Nutritional assessment through dietary pattern and anthropometric indices

References


Additional Resources:


Teaching Learning Process

1. Lectures
2. Seminars
3. Project based learning which include field work
4. Laboratory based practical
5. Use of software in growth studies

Assessment Methods

- Discussion and written assignments
- Class test
- Class room presentations
- Small projects

Keywords

Human growth, Maturation, Human development, Nutrition and nutritional epidemiology, Environmental stresses

Human Population Genetics

(32151501)

Course Objective(2-3)

1. To understand the basic tenets of human population genetics
2. To learn the concepts of evolutionary forces and their applications in studying human evolution
3. To understand the role of human genetic variation in shaping current structure of human populations

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Student will have basic understanding of genetic principles of human populations
2. Should able to appreciate the concept of polymorphisms and its applications in understanding genetic structure of human populations

3. Should understand different types of evolutionary forces and how these forces shapes population structure

4. Student should understand the role of genetic variation in studying human populations and human evolution

Unit 1

Landmarks in the history of population genetics, Concept of genetic polymorphism; haplotypes and haplogroups; transient, balanced polymorphisms; single locus versus multilocus inheritance and population structure

Unit 2

Genotypic and allelic frequencies, assumptions of Hardy-Weinberg equilibrium, and its applications.

Unit 3

Evolutionary forces: Concept of Mutation, Natural Selection, Genetic drift, Gene flow, admixture and inbreeding.

Unit 4

Models explaining the maintenance of genetic polymorphism (Relationship between sickle cell and malaria, X-linked polymorphism and selection relaxation)

Unit 5

HapMap Project; Peopling of the Indian Subcontinent: Evidence from mtDNA and Y-chromosome; Disease association studies.

Unit 6

Palaeogenomics; Understanding of human evolution in the light of recent genetic advances

Practical

1. Blood group typing-ABO; MN and Rh (D) blood groups

2. Color Blindness

3. Blood Collection, Plasma and RBC separation, transportation and storage in field
References


Additional Resources:


Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting research in human population genetics. Process will involve lectures, assignments, class-room discussions, laboratory experiments and appropriate inference of results and practical file preparation.

Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the laboratory based experiments, inference of results and practical file preparation.

Keywords

human genetics, DNA, genetic structure, human evolution, natural selection, genetic drift

Course Objective(2-3)

1. To understand the basic tenets of human population genetics
2. To learn the concepts of evolutionary forces and their applications in studying human evolution
3. To understand the role of human genetic variation in shaping current structure of human populations
Course Learning Outcomes

1. Student will have basic understanding of genetic principles of human populations

2. Should able to appreciate the concept of polymorphisms and its applications in understanding genetic structure of human populations

3. Should understand different types of evolutionary forces and how these forces shapes population structure

4. Student should understand the role of genetic variation in studying human populations and human evolution

Unit 1

Landmarks in the history of population genetics, Concept of genetic polymorphism; haplotypes and haplogroups; transient, balanced polymorphisms; single locus versus multilocus inheritance and population structure

Unit 2

Genotypic and allelic frequencies, assumptions of Hardy-Weinberg equilibrium, and its applications.

Unit 3

Evolutionary forces: Concept of Mutation, Natural Selection, Genetic drift, Gene flow, admixture and inbreeding.

Unit 4

Models explaining the maintenance of genetic polymorphism (Relationship between sickle cell and malaria, X-linked polymorphism and selection relaxation)

Unit 5

HapMap Project; Peopling of the Indian Subcontinent: Evidence from mtDNA and Y-chromosome; Disease association studies.

Unit 6

Palaeogenomics; Understanding of human evolution in the light of recent genetic advances

Practical

1. Blood group typing-ABO; MN and Rh (D) blood groups
2. Color Blindness

3. Blood Collection, Plasma and RBC separation, transportation and storage in field

References


Additional Resources:


Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting research in human population genetics. Process will involve lectures, assignments, class-room discussions, laboratory experiments and appropriate inference of results and practical file preparation.

Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the laboratory based experiments, inference of results and practical file preparation.

Keywords

human genetics, DNA, genetic structure, human evolution, natural selection, genetic drift
Course Objective(2-3)

1. The course will introduce the applied dimensions of anthropological knowledge in fields of tourism, medicine, visual, fashion, NGO, management, counselling etc.

2. The course will guide the students to explore applied careers in anthropology.

3. The students will be acquainted with anthropology of public policy also so that they can critically reflect on policy implications of development programmes in rural, urban settings.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. The students trained in development anthropology can help NGO's to contemplate on ground realities of urban and rural developmental issues in holistic manner.

2. The students will be competent in community engagements to understand community problems and even offer bio-social counselling.

3. The students can wisely choose an anthropological career based on their interest in fields such as tourism, medical, fashion & designing, visual etc.

4. The students can identify human rights issues pertaining of special category and marginal groups and critically reflect on the remedial policy measures.

Unit 1


Unit 2

Role of Anthropology in Development Anthropology and Public Policy, Need Assessment and Community Development, Anthropology of NGOs, Management Anthropology, Environment and Community Health, Social and economic sustainability, Cultural resource management.

Unit 3

Future Directions in Anthropology Trends in Anthropology: Anthropology of Tourism, Anthropology in Designing And Fashion, Visual Anthropology, Medical Anthropology. Importance of Museums.

Unit 4

Human Rights, Interrelationships of rights and duties, National and State Human Rights Commission and other grievance redressal mechanism, Human rights of special category and marginal groups, Emerging trends of human rights respective to terrorism, environment and globalization.
Unit 5

Biosocial anthropology in practice Bio-social elements of human development at national and international level, Population Dynamics and relationship between population growth and various aspects of culture such as means of subsistence, kinship, social complexity, social stratification and political organization, Bio-social counselling of an individual or population

Practical

1. The students will visit an NGO or corporate office or census office in Delhi and its adjoining areas and write principal observations on the same.

2. Write a project on Religious Tourism / Tribal Tourism / Health Tourism / Ecotourism.

3. Collect data on bio-social problem and design counselling and give the analysis and interpretation.

References


Additional Resources:


Teaching Learning Process

1. discussion on case studies

2. visual documentary presentation

3. Group discussion

4. Student seminar
Assessment Methods

Written assignment
Quiz
oral presentation
objective test

Keywords

Action anthropology, Applied anthropology, Anthropology of census, development anthropology, Policy, medical anthropology, Human rights, Non-governmental organisations, Cultural resource management.

Anthropology of India (32151603)

Course Objective(2-3)

1. To introduce students to significant aspects of Indian society and ethnographic works on Indian communities to familiarize and motivate them to obtain the basic knowledge and expertise in Indian anthropology.

2. To train students to appreciate rural India and look into the challenges and possibilities of village life and understand rural India in depth.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. The students will be able to identify elements of tradition & values, that guide the social being in nation building

2. The knowledge of racial/ethnic/gender diversities will help students in critically evaluating existing policies in domains of rural, tribal and urban life suggesting relevant policy measures.

3. The students can be trained in understanding problems and prospects of and deprived and marginalized communities with special reference to the PVTGs.

Unit 1

1. Origin, history and development of Anthropology in India, approaches to study Indian society and culture- traditional and contemporary.

2. Understanding the diversity of Indian social structure- concept of Varna, Stratification, Jati,
Caste, Class, Ashram or purushartha, class and gender hierarchies- their economic and cultural impact, origin and evolution of social structures and their underlying philosophies.

3. Contribution of contemporary social and archeological anthropologists in India.

Unit 2

1. Critical appraisal of contribution of Risley, Guha, Eickstedt and Sarkar towards understanding ethnic distinctness in the Indian populations.
2. Racial and linguistic elements in Indian population.
3. Contribution of contemporary biological anthropologists in India.

Unit 3

Aspects of Indian village - Approaches to the study of peasants; economic and political organization, social organization, agriculture and impact of market economy on villages.

Basic concepts- Social structure and social change: concepts and approaches- Civilization, Folk-urban continuum, peasantry, Great tradition and little tradition, Sacred complex, Universalization and Parochialization, Sanskritization and Westernization, Multiple traditions, Ontogenetic changes in cultural traditions, Dominant caste, Tribe-caste continuum, pseudo tribalism, Nature-Man-Spirit complex

Unit 4

Problems and prospects of Indian society. Glimpse of India through local and regional studies.

2. Tribal situation in India- biogenetic variability, linguistic and socio-economic educational facilities, shifting-cultivation, migration, forests and tribal unemployment, health and nutrition, tribal movement and quest for identity, Developmental projects- tribal displacements and rehabilitation problem, Impact of culture-contact, urbanization and industrialization on tribal and rural population.

3. Problems of exploitation and deprivation of Scheduled Caste/Tribe and Other Backward Classes.

Practical

1. Identify various traits/variables which can be used in racial classification and comment on its relevance.
2. Explore the biological diversity of any population group considering a minimum of five genetic traits.
3. Review a book/edited volume on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
4. Highlight the contributions of any two contemporary Indian anthropologists.

References
Essential readings:


Additional Resources:

Additional readings


(Relevant Indian ethnographies and monographs)

Teaching Learning Process

Teaching learning process

1. Identifying major parameters and details of tribal distribution in the map of India.

2. Seminar on Village India.

3. Group discussion on tribal problems and development measures.

4. Visual documentary on pertinent issues of Indian society.

Assessment Methods

Assessment methods

1. Written assignment.

2. Oral presentation.

3. Objective questions test.

---

**Keywords**

Keywords: Social structure, Social stratification, Caste, Tribe, Rural, Tradition, Peasant, Sanskritization, Urbanization, Industrialization, Modernization, Social change.

---

**Visual Anthropology**

(32155910)

**Unit 1**

Introduction to Visual Anthropology, and Applied Visual Anthropology. Visual Culture; Photographic and Digital Media: Still, Interactive and Moving

**Unit 2**

Theory and Representation. Anthropology and Images: Ethnophotography and ethnographic films and mass media; Theories of representation, modern media and political advocacy

**Unit 3**

Early Ethnographic Photography: Contexts and Trends. Anthropology of Art and Aesthetics: Critical reflection on the relation of images, objects and persons. Objects and images from other societies valued as ‘art’

**Unit 4**

Ethnographic Films: Theoretical issues concerning ethnographic film, ethical dimensions of ethnographic film, Interdependency of technology and culture.

**Unit 5**

Cinema Studies with emphasis on key feature, documentary and ethnographic films with a focal theme - the examination of the ‘language of film’.

---

**Practical**

1. Basic principles of producing ethnographic films: text and its focus, camera angles, lighting and decision making behind the camera.

2. Analyze the visual data from classical ethnographies signifying how ‘otherness’ is constituted.
3. A gendered analysis of visuals produced during colonial and postcolonial times.

4. Hypertext and multimedia as analytic end points.

5. Collection, reporting and analysis of photo-ethnographic data.

6. Digital mirror: computer assisted exercises leading to production of ethnographic text.

References

Additional Resources:


Teaching Learning Process

The teacher will introduce important themes in the classroom in the form of lecture. Supplementary reading materials to be made available to the students for class discussion. Students are expected to read before coming to class and engage in discussion and debate. Each student is required to conduct short fieldwork during mid semester break. During this fieldwork, they are required to visually document the people or place under study. Proper permissions need to be sought; students will be made aware of ethics and reflexivity. Each student has to individually complete practical exercises. Some exercises can be done in a group to enhance teamwork spirit.

Assessment Methods

At the end of the course, a theory examination and practical examination will be held to assess students out of 75 marks and 25 marks respectively.

Internal assessment is out of 25 marks. This course shall be continuously evaluated right from day 1. Each discussion and presentation in the class shall be awarded with points. Attendance is compulsory. The ethnographic films made by students shall be evaluated out of 25 marks under practical internal assessment.

Keywords

Visual; image; photography; ethnographic film; cinema
**Course Objective (2-3)**

1. To familiarise students to various attributes of fashion in rural, tribal and urban communities, in temporal and spatial realms.

2. To motivate students to interpret fashion as means of expression of identity, and way of communication that may help in better understanding of cultures.

**Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)**

**Course Learning Outcomes**

1. Students once equipped with the knowledge of fashion anthropology can identify and value the cultural attributes of fashion in communities that go unrecognised for their creative potentials and bring them to forefront.

2. Students trained in fashion anthropology can intelligently design and create clothing, art for as per needs of body, gender, religion, lifestyle, identity etc. and can contribute to understanding consumer behaviour in the field of fashion.

3. The students can seek experience in fashion anthropology that they can use in helping fashion designers in even global fashion circuits that seek ethnic inspirations.

**Unit 1**

Unit-I. Introduction: Fashion, Consumption, and Anthropology: From Evolution to Compassionate Consumption, the Rise and Fall of Evolution in Dress.

**Unit 2**

Unit II. Theoretical and Ethnographic Approaches to Understanding Fashion and Consumer Society.

**Unit 3**

Unit III. Colonialism, Dress, and Identity, Colonialism, Consumption, and Civilizing Fashion. Anti-Clothing Debates; regional case studies.

**Unit 4**


**Unit 5**
Unit V: Gender, Fashion and Consumption in different Human societies, application of fashion in traditional and modern societies, role of religion in fashion.

Unit 6

Unit VI: Globalization and Dress, leather cosmetic relationships, relationship of tribal clans with reference to embroidery colour and designs in ethnic group of India.

Practical

1. Identification of Pattern making Garment construction and colour dynamics in different rural and tribal communities.

2. Identification of Surface ornamentation, Textile crafts and Accessories Design in different ethnic groups.

3. Assessing relevance of material culture in fashion.

References

Essential readings


Additional Resources:


Teaching Learning Process
1. Museum visits to understand fashion in clothing and ornaments etc
2. Community engagements in rural and tribal areas of relevance
3. Written assignment on fashion ideas in urban settings

Assessment Methods

1. Creative assignment on producing an art work inspired by ethnic pattern in fashion
2. Review of monographs depicting material cultural aspects in clothing, ornamentation, art and aesthetics incorporated in fashion
3. Power point presentation any one aspect of fashion, analysed anthropologically.

Keywords

material culture, dress, fashion. globalisation, ethnicity, art and aesthetics.

Course Objective(2-3)

1. To acquaint the students with the importance of demography in anthropology
2. To give the student a foundational understanding in population structure, growth and its implications
3. To familiarize the students with the sources of demographic data and population policies in the country.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

Students will learn the basic anthropological approaches of studying demography and the bio-social determinants of demographic processes in human populations. They will also learn how human population growth is affected by human behavioural and non-genetic factors. The students will also learn how various demographic measures are taken into consideration in formulation of several national policies.

Unit 1

No content added
Unit I: Demographic anthropology

1. Scope and basic concepts of demographic anthropology
2. Relationship between demography and anthropology
3. Importance of demography in anthropology.

Unit II: Population theories

1. John Graunt
2. Thomas R. Malthus
3. Theory of demographic transition.

Unit III: Sources of demographic data- Census, CRS, NSSO, SRS, NFHS.

Unit IV: Population structure

1. Age and sex composition and its importance
2. Demographic structure of Indian population
3. Estimates of different demographic rates and ratios.

Unit V: National policies

1. National Population Policy
2. National Health Policy
3. Factors affecting population growth.

Practical

Project Report

Students will collect and compile demographic data from different secondary sources in consultation with the concerned teacher and submit a project report for evaluation.

References


Additional Resources:


2. Sources of demographic data (http://censusindia.gov.in; http://rchiips.org/nfhs)


Teaching Learning Process

1. Classroom teachings

2. Seminars and presentations

3. Guidance for project report preparation

Assessment Methods

1. Assessment of assignments and practical records

2. Theory examination and project report evaluation for practical examination.

Keywords

Population theories, population structure, demographic sources, National policies.

Urban Anthropology (32155913)

Course Objective (2-3)

By reading this paper, the students will be able to:

1. Explain the concept of Urbanization and Urbanism along with the major classifications of cities.
2. Identify the major issues in urban society like unemployment, housing, neighbourhood, sanitation, health, urban waste management, emergence of slum, etc.

3. Comprehend the socio-economic and political life in urban society

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

By studying the paper, the students will be able to understand some of the major issues and its necessary conditions/ steps to be taken up for the betterment of urban life.

2. The student will be able to observe the dynamics of relationship at different level with respect to social, political and economic sphere.

Unit 1

Emergence of Urban Anthropology

Nature and Scope of Urban Anthropology, Extension of the anthropological interest in peasants and rural areas, Origins of Cities and Early Sociological Approaches, Urban planning and design

Unit 2

Political economy

Rural-urban migration, kinship and family in the city, problems that arise from urbanism, neighbourhood, poverty and social stratification

Unit 3

Class approach

Culture of Poverty and the Underclass Approach, Comparison between relations function in an urban setting versus function in a rural setting, Race and Class in Urban Ethnography, Urban Dystopia

Unit 4

Urban Inequality and Disasters
Poverty, extended family for urban natives versus migrants, housing and slum, Global Cities and the Production of Space, Community study and urban ecology, Urban Space, Postmodern and Hypermodern City

Unit 5

Global Urban Developments

Urban ethnography research and methodology, Contemporary urban issues: Suburbs, Exurbs and Urban Decline, disciplinary perspectives

Practical

(i) Visit city life among business community and appreciate the role of culture with politics and economics.

(ii) Media-popular culture behaviour

(iii) Photo shoot in any city life, creating captions and texts relating to urban anthropology findings.

(iv) visit a residential colony and study their urban neighbourhood relationship.

References

1. Cities, classes and the social order. Anthony Leeds, Roger Sanjek

Additional Resources:


Teaching Learning Process

Along with class room interaction and group discussion:
1. Power point presentation of their will be organised so as to discuss regarding research question, objective of the study, methodology and theoretical approaches employed in the study, main findings, etc. from the given readings.

2. Submission of report based on their understanding of the given readings after presentation.

3. Group discussion in any of the contemporary issues relating to urban life.

4. Documentary films and ethnographic movies of contemporary urban society will be shown for critical review in their practical classes.

Assessment Methods

1. Internal assignment and periodic unit test
2. Power point presentation
3. Group discussion
4. Debate on contemporary issues relating to problems in urban societies

Keywords

Urbanisation, urbanism, cities, migrant, slum, poverty, suburbs, exurbs, neighbourhood

Anthropology of Health

Course Objective(2-3)

1. To explore various dimensions of health and issues related to illness and disease.
2. To master various demographic measuring methods and their applications.
3. To understand the cultural dimensions of illness, disease and health in Indian context.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Students should understand the application of the concept of illness, health and disease.
2. Student should be able to learn basic demographic and medical anthropological method to evaluate demographic and health assessment.
3. Student should be able to understand, analyse and interpret health, illness, disease related issues and develop critical understanding.

4. Student should be able to critically examine the health policy and programmes of India.

Unit 1

Introduction and Overview of the Field of Anthropology & Health.

A. Health Anthropology within the Context of Anthropology. Medical Anthropology and its subfields. Medical Anthropology in India.

B. Illness and Disease. Defining health and its determinants, dimensions and indicators. Concept of well being and quality of life.

Unit 2

Measuring Health: Morbidity, Mortality, and Epidemiology: Meaning, scope and methods. Epidemiology of common diseases: Malaria, Tuberculosis, Leprosy, Diabetes, Cardiovascular disease and Sexually Transmitted Diseases (STDs), HIV/AIDS

Unit 3


Unit 4

Anthropology and Mental Health: Culture and Mental Health, Culture Bound Syndromes, Ethnopsychiatry and Shamanistic Healing.

Unit 5

National Health Policy, Health Care Programmes since Independence

Unit 6


Practical

Practical Credit 2
Make a Schedule on Health Dimensions and Health Seeking Behaviour.

2. Calculation of Infant Sex ratio, Fertility rate, Total fertility rate, Mortality rate, Birth rate, crude birth rate, crude death rate, Mortality rate, life expectancy, immigration rate, population growth rate.


References

Essential Readings


Additional Resources:

Additional Readings


Teaching Learning Process

Teaching and Learning Process

The process of learning will involve acquisition of disciplinary knowledge and understanding of skills required for a researcher exploring health, illness and disease. The process will involve lecture, class room exercises, project based learning, data collection and analysis, fieldwork and report preparation and presentation.

Assessment Methods
The theoretical knowledge will be assessed using time-constraint examination and internal assessment through classroom exams, classroom presentation and assignments. The assessment of the practical will be based on the quality of project report submitted by the student, practical file and time-constraint practical examination.

Keywords

Keywords: Health, Illness, disease, health policy, health dimensions

Linguistic Anthropology (32155915)

Course Objective (2-3)

This course examines the complex interplay of language and culture and the ways in which it impacts everyday practice.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Understand and describe the basic tenets of linguistic anthropology

2. Understand, describe and use the research and practice methods used by linguistic anthropologists

3. Become aware of the diversity and complexity of languages

4. Strengthen oral presentation and critical writing skills.

Unit 1

Linguistic Anthropology: Meaning, History, Theory and Context;

Nature of Human language;

Language as system

Unit 2

(a) Non-verbal: Paralinguistics, Kinesics, Proxemics, Chronemics, and Sign languages.
Unit 3

LANGUAGE, SOCIETY, CULTURE

Linguistic Relativity - Language, Thought and Culture

Language Formation
- Language Evolution
- Language Socialization, Language Acquisition
- Language Endangerment

Speech Community
- Language Variation, Change, Contact
- Language Use, Multilingualism

Language - Gender and Sexuality, Race and Ethnicity, Religion, Caste

Language and Identity

Language Ideologies

Unit 4

LANGUAGE IN INDIA

Languages of India - Classification and Distribution

Structural Map of Language Families of India
- Indo-Iranian
- Dravidian
- Munda/ Austro-Asiatic
- Tibeto-Burman
- Tai
- Andaman
- Isolates

History of Indian Languages
Practical

LINGUISTIC FIELDWORK

Grammar gathering techniques

- Phonetics, Phonology
- Morphology, Syntax
- Semantics, Pragmatics

Elicitation and text collection

Socio-linguistic Methods

- Survey
- The socio-linguistic interview
- Ethnography/Participant observation
- Other methods

Discourse/Conversation/Narration/Metaphor analysis

Data organization

Ethics

Technology for fieldwork

Products

- Preparing a Grammatical Sketch
- Creating a Dictionary

References

Laura M. Aheran 2012- Living Language: An Introduction to Linguistic Anthropology

Allesandro Durranti 1997- Linguistic Anthropology, Cambridge University Press

Allesandro Durranti 2004 -Companion to Linguistic Anthropology, Blackwell


Christine Jourdan and Kevin Tuite 2006- Language, Culture and Society: Key Topics in Linguistic
Teaching Learning Process

This course will be taught as a combination of lectures, discussions, class activities and fieldwork. This will be a writing intensive course. A significant amount of written work will be required in terms of assignments. Substantial course time will be dedicated to ensuring that students are able to produce high quality written work at a comfortable pace. Students will be expected to read or view assigned resources in advance and be prepared to actively discuss them in class. In most meetings, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students’ thoughtful engagement with the topic. Students shall be encouraged to bring their prior learning experiences into class discussions.

Assessment Methods

As per the rules of Delhi University

Keywords
Business and Corporate Anthropology
(32153903)

Course Objective(2-3)

1. To understand the meaning of Business anthropology and Corporate Anthropology in contemporary contexts.

2. To learn different methodologies of advancing Business Anthropology in Business Organisations & Corporate Environment.

3. To critically evaluate the ethical concerns of a Business Anthropologist to work in Business Organisations and Corporate Sectors as an insider (employee) and as a (consultant) outsider.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. The students will be able to learn key concepts in the Business and Corporate Anthropology which can be employed in their ethnographic encounters from different perspectives in Business and Corporate organizations including Healthcare sectors and NGO's.

2. Link anthropological skills to Information technology, communications networks and Human Resource Management to serve as Business and Corporate Anthropologists.

3. The students will may serve as good entrepreneurs in innovative product designing and launching.

4. To students can be determine patterns of consumer behavior and organizational behavior and can also understand significance of business entrepreneurship.

Unit 1

Introduction-History and Growth of Business and Corporate Anthropology : Industrial Anthropology and Human Relations School(1930-1960); The Ethics questions(1960-1980),The rebirth of Business Anthropology, 1980 and Beyond. Basic concepts: Group, Role and Status, organisation, Corporate, organisational culture, Business and Business Management and behaviour Network.

Unit 2

Unit: II. Anthropology and consumer behaviour: Basic concepts- customer ,consumer, market
anthropological theory and practice in marketing and consumer behaviour. Cross-cultural marketing.

Unit 3

Unit 4
Globalization, international trade and anthropology- Understanding the process of globalisation, information technology, communication networks and international trade.

Unit 5
Techniques for Conducting Fieldwork for Business Organizations: conventional ethnographic methods, Rapid ethnography, Ethnography for systems development and product design, Doing corporate ethnography as an insider and outsider, Analysis of Relationships, Semiotic analysis, Video based introduction Analysis, Virtual ethnography and making use of electronic data. multiple techniques and rapid assessment.

Practical
1. Conduct a ethnography of Retail business.
2. Make a brief report only on any one dimension of the corporate sector and give your assessment.
3. Observation of consumer behaviour in market set ups.
4. Exercise on innovative product launching.
5. Network analysis in Business and corporate organisations.

References
- Advancing ethnography in Corporate Environments: Challenges and emerging opportunities by Brigitte Jordan (eds), left coursst press inc, Wlanut Creek, CA.2013.
- Cross-cultural marketing.

Additional Resources:
Teaching Learning Process

1. Innovative field exercises in markets, business set and corporate organisations.
2. Group discussion.
3. Review of a corporate ethnography

Assessment Methods

2. Written assignment.
3. Essay on relevance of Business and corporate ethnography in contemporary times.

Keywords

Business, corporate, ethnography, network, organisational culture, human resource, entrepreneurship, market, information technology, information technology, globalisation.

Public Health and Epidemiology

(32153901)

Course Objective (2-3)

1. To understand the principles of epidemiology
2. To learn the methods used in epidemiological research
3. To understand the role of environment and human behavior in determining morbidity and mortality in communities

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)
1. Student should have basic understanding epidemiological principles
2. Should understand the how environment is associated with disease patterns
3. Student should understand the role of psychological factors in influencing the disease
4. Student will learn methods commonly used in epidemiological research

Unit 1
Basic epidemiological concepts, overview of epidemiology methods used in research studies to address disease patterns in communities or populations

Unit 2
Environmental Health
Effects of biological, chemical, and physical agents in environment on health (water, air and food); ecological model of population health

Unit 3
Psychological, Behavioural, and Social Issues in Public Health
Cultural, social, behavioural, psychological and economic factors that influence health and illness; behavioural science theory and methods to understanding and resolving public health problems; assess knowledge, attitudes, behaviours towards disease and patient compliance to treatment.

Unit 4
Management of Health Care Program
Health care management, methods for monitoring the achievements of health care programs, and framework of evidence-based decision-making in public health.

Unit 5
Epidemiology of disease
Methods for surveillance, assessment, prevention, and control of infectious and chronic diseases, disabilities, determining change in trend over time.

Practical
Prepare a project report on topic related to epidemiology and public health by collecting real data from the field area. It will include study designing, data collection, analyses and report writing.

References


Additional Resources:


Teaching Learning Process

The process of learning will involve acquisition of disciplinary knowledge and understanding of skills required for a public health researcher. Process will involve lectures, project based learning, designing a research study, data collection with the help of fieldwork and report submission.

Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the quality of the project report submitted by the student (i.e. involvement of the student in every aspect of the report preparation for example, development of tools for data collection, fieldwork, data entry, analyses and writing).

Keywords

epidemiology, public health, anthropology, environment, human behaviour

Media Anthropology

(32153905)

Course Objective(2-3)

• The course intends to focus on comprehending media, not simply as cultural products but social processes.

• Seeks to explore key theoretical approaches to understanding the relationship between media and changing forms of society.
To understand the impact of new media on society

**Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)**

**Course Learning Outcomes**

- Comprehensive understanding of discipline knowledge
- Students will be able to work in team and hone their communication skills
- Intercultural competency, able to determine and contribute to desirable social outcomes

**Unit 1**

Theoretical Foundations: Introduction to Media Anthropology; Intellectual Antecedents

**Unit 2**

Audiences, Consumption and Identity Formation: The Social and Material Life of Cinema; Television and the Cultural Politics of Nation; Gender and Subjectivity; the Nation and Temporality; Media as Material Objects.

**Unit 3**

The Cultural Work of Mass Media Production: Producing Bollywood; indianization of hollywood.

**Unit 4**

The Social Sites of Film and TV Production; the Exigencies of Commercial Filmmaking; the Constraints of Public Television Production.

**Unit 5**

Producing Reality - Journalism and Advertising; News as Social Practice; the Local and the Global in Advertising.

**Unit 6**

Small Media: Materiality, Circulation, Everyday Life & Social Transformations; Indigenous Media and Cultural Activism; The Social and Material Lives of Cell Phones; Media as Social Infrastructure - The Case of Facebook; Learning from New Media; The Possibilities & Constraints of YouTube.

**Practical**

1. Visit any Mass Media Company and submit a report on any one dimension.
2. Making a schedule and testing the same in the field with focus on any form of media.
3. Gender representation in media/ advertisements

References

Additional Resources:


Teaching Learning Process

Classroom teachings followed by discussion. Students will be given relevant articles on media; they are to read and come to class for debate and discussion. For practical exercises, every student is expected to work in a team; this will further enhance their ability to work with different kinds of people. It is mandatory for students to make presentation in the classroom; the presentation topics may be identified by the teacher and relevant reading materials may be suggested for preparation. Students will also be visiting big media companies in Delhi for observation of any dimension identified by the teacher-in-charge.

Assessment Methods

Students will be assessed continuously from the beginning of the semester. Each participation in discussion and presentation shall be awarded with points. At the end of semester, students are expected to seat for theory and practical examinations.

Keywords

media; cinema; journalism; ethnography; television; print media; mass media; new media

Course Objective(2-3)

· The course intends to focus on comprehending media, not simply as cultural products but social processes.
· Seeks to explore key theoretical approaches to understanding the relationship between media and changing forms of society.
To understand the impact of new media on society

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

- Comprehensive understanding of discipline knowledge
- Students will be able to work in team and hone their communication skills
- Intercultural competency, able to determine and contribute to desirable social outcomes

Unit 1

Theoretical Foundations: Introduction to Media Anthropology; Intellectual Antecedents

Unit 2

Audiences, Consumption and Identity Formation: The Social and Material Life of Cinema; Television and the Cultural Politics of Nation; Gender and Subjectivity; the Nation and Temporality; Media as Material Objects.

Unit 3


Unit 4

The Social Sites of Film and TV Production; the Exigencies of Commercial Filmmaking; the Constraints of Public Television Production.

Unit 5

Producing Reality - Journalism and Advertising; News as Social Practice; the Local and the Global in Advertising.

Unit 6

Small Media: Materiality, Circulation, Everyday Life & Social Transformations; Indigenous Media and Cultural Activism; The Social and Material Lives of Cell Phones; Media as Social Infrastructure - The Case of Facebook; Learning from New Media; The Possibilities & Constraints of YouTube.

Practical

1. Visit any Mass Media Company and submit a report on any one dimension.
2. Making a schedule and testing the same in the field with focus on any form of media.
3. Gender representation in media/Advertisements

References

Additional Resources:


Teaching Learning Process

Classroom teachings followed by discussion. Students will be given relevant articles on media; they are to read and come to class for debate and discussion. For practical exercises, every student is expected to work in a team; this will further enhance their ability to work with different kinds of people. It is mandatory for students to make presentation in the classroom; the presentation topics may be identified by the teacher and relevant reading materials may be suggested for preparation. Students will also be visiting big media companies in Delhi for observation of any dimension identified by the teacher-in-charge.

Assessment Methods

Students will be assessed continuously from the beginning of the semester. Each participation in discussion and presentation shall be awarded with points. At the end of semester, students are expected to seat for theory and practical examinations.

Keywords

media; cinema; journalism; ethnography; television; print media; mass media; new media

Tourism Anthropology

(32153907)

Course Objective(2-3)
Tourism is an important industry in India, valued and promoted by most of the states. Anthropologists have a close association to tourism, with an understanding of both the guest as well as the host community. The anthropology of tourism introduces the various aspects of tourism and anthropological approaches to it. It looks at the impact of tourism on the host community, its economy, culture, identity and ecology as well as how the experience of a culture can be transformative for the tourists also. Some of the key issues dealt in this paper are cultural aspects of tourism economy, cultural promotion and cultural preservation and its impact on authenticity and commodification of culture, fair and its management, ecotourism and sustainability. Types of tourism as well as well as leisure, culture learning, communication and promotion are explored in this paper.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

The students should be able to explain the various aspects of tourism and the relationship between culture and tourism economy. They should be able to place anthropology of tourism in relationship to other sub-disciplines within anthropology and allied disciplines like tourism management. They should also be able to identify those aspects of culture which can draw in the tourists, as well as allow the communities to express itself and promote their culture. They should also be able to use their skills to identify the best practices for sustainable ecotourism, mutually beneficial for the host as well the guest.

Unit 1

Anthropology of Tourism: Historical roots, objectives and scope. Interconnections between tourism history and the rise of the socio-cultural study of tourism; Concept of leisure; recreation and culture as exotica.

Unit 2

Types of tourism: pilgrimage, health tourism, education and tourism, recreational visits, heritage tourism, nature visits, wildlife tourism, visiting relatives, fairs and festival in tribal and rural India., Tourism industry in India : Recent trends and challenges.

Unit 3

Tourism and cross-cultural communication and interaction; role of symbolism, semiotics, and the imagination in tourism; tourism and the commodification of culture or cultural degradation, Issues of authenticity

Unit 4

Culture as an industry: Its scope and challenges; heritage-making enterprises, revival and preservation projects, role of museums and other branches of the cultural industries (including music, food, art and craft) in tourism economy.

Unit 5
Ecotourism and sustainable development: tourism policy, applied aspects of anthropology in tourism development and planning

Practical

1. Identification of three important tourist destinations including heritage, historical, religious, educational (Museum) and recreation spots and understand the historical, cultural, economic, religious and ecological aspects of tourism.

2. Case studies of any two ethnic fairs (frequented by tourists) to understand the representation of culture and culture as an industry. Case studies should focus upon the cultural creators (local people) and cultural consumers (visitors) to understand concepts like souvenir, commodification and cross-cultural communication.

References


Additional Resources:


Teaching Learning Process

The students will be encouraged to reflect and apply the ideas introduced to them in the class. Case studies and ethnographies about tourist places will be analysed and linked with similar well
acquainted cases. Wherever possible documentaries and short ethnographic movies will also be shown and discussed. The students will be encouraged to speak on cultural emblems and tourist souvenirs and how they help create the cultural experiences of the tourists. They would be also encouraged to collect information about well-known tourist circuits and the local communities involved in tourism.

Assessment Methods

The candidates will be assessed both on the basis of their understanding of theory and practical. Other than the end term examination, students will also be accessed through quizzes, class participation in debates on their ability to work with the concepts and apply them in analysing actual tourist places. They would also be encouraged to design heritage walks, especially in the walled city area or other thematical walks within the city. The internal assessment will also form the part of total overall assessment.

Keywords